DOCUMENT RESUME

ED 376 166 SP 035 594

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TITLE Teacher Education in Global & International Education.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE Oct 94
NOTE 9p.
AVAILABLE FROM AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (single copy free with stamped, self-addressed #10 envelope).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Objectives; Elementary Secondary Education; *Global Approach; Higher Education; *International Education; Pamphlets; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS American Association of Colleges for Teacher Educ

ABSTRACT

Global and international education must be a high priority of higher education and teacher education if students are to develop the knowledge, skills, and attitudes that are necessary for decision-making and effective participation in a world characterized by interconnectedness, cultural pluralism, and increasing competition for resources. Yet, according to American Association of Colleges for Teacher Education (AACTE) estimation, only about 5 percent of the nation's K-12 teachers have had any academic preparation in global or international studies. One conceptualization of global education frequently adopted by teacher education programs is from Robert Hanvey's "An Attainable Global Perspective" (1976). Hanvey delineated the following goals for global education: perspective consciousness, state-of-the-planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Implementation of global and international education in colleges of teacher education requires: responsive and informed administration; inclusion in the curriculum of global issues, systems, and history, local-global linkages, and interrelatedness of the world's people; planned experiences in the United States and other countries to develop international competence; expertise in interdisciplinary approaches; expertise in assessing and improving courses; improved faculty development and evaluation policies; a continual review system; institutional commitment to include global and international education; and development of linkages with other educational institutions around the world. An afterword provides an indication of AACTE's role in support of the need for global dimensions in teacher education. (LL)

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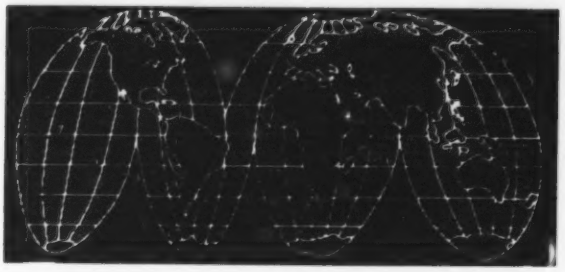

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The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking, policy analysis, professional issues, and scholarship.

This brochure is written by Merry Merryfield (Ohio State University). The opinions, conclusions, and recommendations expressed in this document do not necessarily reflect the views or opinions of the American Association of Colleges for Teacher Education. The AACTE does not endorse or warrant this information. The AACTE is publishing this document to stimulate discussion, study, and experimentation among educators. The reader must evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

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One Dupont Circle, Suite 610
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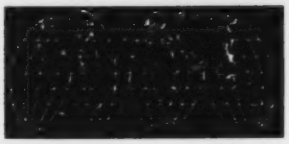
Printed in the United States of America
October 1994

Teacher Education in Global & International Education



As Americans look towards the 21st century, there is increasing concern that schools are not adequately preparing students for the challenges of a changing world. Globalization of trade, international competition for markets, ethnic conflicts, the limits of the planet's ecosystem, and advances in science and technology have brought global issues into our daily lives. As interaction between peoples of the world increase, so does the need for knowledge of other cultures, skills in cross-cultural communication, and intercultural competence. Global education develops the knowledge, skills, and attitudes that are necessary for decision-making and effective participation in a world characterized by interconnectedness, cultural pluralism, and increasing competition for resources.

Yet the American Association of Colleges for Teacher Education has estimated that only about 5 percent of the nation's K-12 teachers have had any academic preparation in global or international studies. College students in teacher education programs take fewer courses with international content than do all other college majors. It is no wonder that in 1989 the National Governors' Association pointed to inadequate teacher preparation in global education and international studies as a major obstacle in the U.S.' ability to meet the economic, political, and social challenges of today's world.

Elements of Global & International Education

Building on traditions in international relations, world history, and area studies, the field of global education recognizes that globalization

necessitates changes in our teaching about the world and its peoples. These changes include more attention to understanding human values (cultural universals as well as cultural diversity), global systems (economic, political, ecological, technological), global issues (such as self-determination, development, biodiversity, distribution of resources), involvement of different kinds of world actors (individuals, peoples' organizations, multinational corporations, consumers, as well as national or international organizations and national governments), and global history (antecedents to contemporary events, contact and borrowing among cultures, cultural diffusion, interconnections across time and space).

One conceptualization of global education frequently adopted by teacher education programs is from the seminal work of Robert Hanvey's *An Attainable Global Perspective* (1976). Hanvey delineates five goals for global education:

- **Perspective Consciousness.** The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

- **State-of-the-Planet Awareness.** Awareness of prevailing world conditions and developments, including emergent conditions and trends—e.g., population growth, migration, economic conditions, resources and physical environment, political developments, science and technology, law, health, internation and intra-nation conflicts, etc.

- **Cross-Cultural Awareness.** Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.

- **Knowledge of Global Dynamics.** Some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciouness of global change.

- **Awareness of Human Choices.** Some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

Implications for Teacher Education

Global and international education can provide teachers and teacher educators with such knowledge, skills, and experiences. Current and future generations wlll rely upon such well-prepared educators. Implementation of global and international education in the nation's colleges of education requires:

- responsive and informed administration capable of providing leadership and instituting global education and international programs;

- the inclusion or infusion into the general or professional studies curriculum of global issues, global systems, global history, local-global linkages, and the interrelatedness of the world's people;

- planned experiences in the United States and other parts of the world to develop intercultural competence through cross-cultural communication, knowledge of diverse cultures, and skills in sustained cross-cultural interaction;

- expertise in interdisciplinary approaches to global and international education;

- expertise in assessing and improving courses, field experiences, and student outcomes in global and international education.

- faculty development and evaluation policies that assess the ability of faculty to teach from a global perspective and encourage research and sabbatical opportunities for enhancing knowledge and skills;

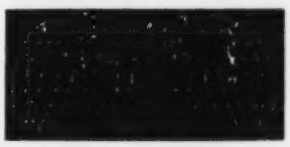
- a continual review system of progress in achieving global and international education goals.

Institutions and faculty in teacher education and higher education need to work together to improve global and international education worldwide. Such commitment implies:

- an institutional commitment to include global and international education as an integral part of the institution's ongoing programs at every level, and

- the development of opportunities, linkages, exchanges, and collaboration with other educational institutions and organizations around the world.

Global and international education should be a high priority of higher education and teacher education. It is an educational imperative that we recognize that in the late 20th century, the needs of humanity transcend cultural difference or national borders as we share a common future.



AFTERWORD

Since its inception, AACTE has supported the need for global and international dimensions in teacher education. It has done so by appointing official commissions, committees, and task forces to foster the development of research, exchange programs, institutional development programs, and conferences devoted to the expansion of international knowledge and experience by member institutions. The Association has also resolved that "AACTE will provide a national forum for

schools, colleges, and departments of education in the areas of human rights, educational equity, and multicultural and international education." (1981). *Guidelines for International Teacher Education* (1989) also has been published by AACTE.

AACTE's Committee on International Education assures that a global perspective is brought to policy and programs associated with the preparation of education professionals. Among other activities, it conducts a series of international workshops (sponsored by the Longview Foundation) that help faculty infuse an international dimension in the classroom and beyond; plans international events at AACTE's Annual Meeting; and presents an award for distinguished achievement in international teacher education.

1994-95 committee members

Elaine Jarchow, chair (Texas Tech University)

Rudolpho Chavez Chavez (New Mexico State University)

Craig Kissock (University of Minnesota-Morris)

Merry Merryfield (Ohio State University)

Sally Pickert (Catholic University of America)

Gary Schreck (Oklahoma Christian University)

Nelly Stromquist (University of Southern California)

Ex officio: Elizabeth Foxwell (AACTE)

AACTE's Special Study Group on International Education provides a forum for members to come together to network, share research, and debate issues in the field, and publishes a newsletter. The 1994-95 chair is Karen Adams (Tennessee Technological University).

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